

# 'The AtoL Toolkit of Strategies'

Identify key strategies you wish to develop with a class over time and highlight.

2010

## Sharing Learning Intentions and Success Criteria with Students

- Use a motivating starter activity that relates to the learning intention.
- Discuss the learning intentions with students (*i.e. What we are working towards*).
- The learning intention is focused on the **learning**, not the task.
- Discuss with students **why** the learning is important.
- The learning intention and success criteria are displayed and are easily accessed by the learners.
- The learning intention and success criteria are written in **learner friendly** language.
- Negotiate challenging yet achievable individual foci *i.e.* learning intentions/goals.
- Explain tasks clearly, breaking down learning into manageable steps.
- Use modelling to clarify success criteria *e.g. demonstration, learning charts, exemplars, examples or creating models together*.
- The learning intention and success criteria are referred to regularly with individuals, groups or class.
- Develop the success criteria together with students (co-construct) (*i.e. What we are looking for*).
- Discuss and review progress towards the learning intention during and at the end of the activity.
- Learning Intentions become more specific as needs are realised (*i.e. layers of learning intentions*).



## Classroom Dialogue

- Use a questioning strategy that allows everyone time to think through an answer (*e.g. Increasing wait time, Pause and think, Thinking Sticks, Talking partners, Give a five-second window for students to respond to questions, No hands up discussion*).
- Use strategies that support group discussion (*e.g. Think, Pair, Share*).
- Prepare key questions based on the learning intention of the lesson.
- Be precise, use and encourage more specific terms when questioning (*e.g. predict; compare*).
- Use questions to make progressive cognitive demands (*e.g. limit recall questions, SOLO taxonomy*).
- Prompt students to extend and build on their initial response.
- Value and try to use incorrect responses to increase individual, group or class understanding.
- Students have opportunities to ask questions.
- Student questions are valued by answering promptly and honestly. If appropriate use them to further develop the learning.
- High quality dialogue takes place, based on thoughtful questions, careful listening and reflective responses.
- Classroom talk comprises a variety of modes/repertoires *i.e.* organisation talk, teaching talk and learning talk.
- Learning is collective where students and the teacher address tasks together (*collective*).
- Ideas shared and alternative viewpoints valued by listening to each other (*reciprocal*).
- Students are able to share ideas freely without fear of embarrassment or ridicule (*supportive*).
- Concepts and understandings are developed by combining each other's ideas (*cumulative*).
- Class discussion is focused and guided by the teacher based on key learning goals (*purposeful*).



## Feedback

- Feedback is descriptive rather than evaluative.
- High expectations are reflected in teacher feedback.
- Focus oral or written feedback on selected success criteria.
- Next steps in learning are identified for the student in the feedback process.
- Scaffold or show next step(s) focussing on selected success criteria.
- Using feedback students locate their own next learning steps.
- Use exemplars/examples to check progress towards meeting the success criteria.
- Provide feedback close to the learning (*i.e. time, cognitive understanding and proximity*).
- Use a strategy that is specific about the successes and areas for improvement *e.g.* highlighter marking.
- Use a range of written and/or oral prompts that are appropriate for each student. *e.g. Reminder, Scaffold or Example*.
- Use comment-only marking taking into account the 3 elements: exactly what the learner has done well, what needs improving and a brief indication of how improvement can be made.
- Students can articulate what improvements are required.
- Time is given for the learner to absorb, discuss and act upon feedback comments.
- Teachers share assessment results identifying next steps or goals for future learning.
- Students are able to articulate their results to others *e.g.* parents during student-led conferences.



## Self and Peer Assessment

- Self and peer assessment relates to learning intentions and success criteria.
- Model the process of self/peer assessment.
- Take time to train students, set expectations and revisit regularly. (*trust*)
- Use a self and peer assessment strategy such as APE, SWEET, Muddiest Point etc.
- Students work in small groups/pairs when peer assessing or peer conferencing.
- Peer assessment focuses on the learning not the person.
- Next steps in learning are identified in self and peer assessment *e.g.*
  - Students identify their own success
  - Students identify a place for improvement
  - Students make 'on the spot improvements'
- Use self and peer marking strategies (*e.g. highlighter*).
- Review work to identify an area(s) to improve in a variety of contexts. Prompts for review *e.g. What have you done? Enjoyed? Why? Learned? Can you show me? What are your next steps?*
- The assessment activity provides useful reflection/information/advice for the student.
- Students will have time to act upon the outcomes of the self/peer assessment.
- Self and peer assessment results are valued & used by teachers to reflect on the learning and teaching occurring in the classroom.
- Students are able to discuss progress towards learning goals using examples.

